

Accurate Reporting of English Learners in MSDS



Giving something extra puts students on top!

Special Populations Conference

September 24-25, 2015

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Introductions

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OFS MISSION

Accelerate student achievement
through school improvement
by working as partners to
maximize the allowable use
of supplementary resources.



Objectives of the Session

- Inform district teams of new developments regarding Limited English Proficient (LEP)/English Language programs.
- Ensure 100% accuracy of LEP/EL reporting in MSDS.
- Address questions/concerns.



Title III, Part A, Limited English Proficient (LEP) & Immigrant Students Programs

- Ensure speedy acquisition of, and proficiency in the English language.
- Assist LEP & immigrant students in meeting the State language proficiency and content area standards.
- Improve teacher quality and provide evidence-based instructional programs.
- Assist the transition of immigrant children and youth into American society.

New MSDS Changes for 2015-16

As part of CEPI's commitment to reduce data burden for districts, we will be retiring the following characteristics in MSDS:

LEP/Immigrant Funding (LEP Component)

LEP Exit Reason (LEP Component)

Country of Birth (Personal Demographic Component)

Year of Entry (Personal Demographics Component)

New MSDS Changes for 2015-17

The change will be phased as follows: For 2015/16: No schema changes

All characteristics will not be validated

Data will be deleted; will not appear in Student History, nor available for reporting or analysis

For course characteristics, certification level warning will occur only if a migrant eligible flagged student is submitted without those characteristics.

New MSDS Changes for 2015-17

For 2016/17 School Year:

Characteristics will be completely removed from the schema and MSDS Manual.

MSDS collections will not allow submission of these characteristics.

LEP & MSDS

- The LEP Instructional Program characteristic will be used to determine what services a student is receiving.
- The LEP exit date will be used to determine a student is now proficient. If a student is graduating, the Enrollment Component Exit Date & Exit Status will be used to reflect exiting due to graduation.



LEP Languages & MSDS

NEW for 2015-2016

- Primary Language characteristic
 - This is the child's native or first language. The student's primary or native language indicated on the home language survey.
 - Allows only one language to be submitted within the characteristic

LEP Languages & MSDS

NEW for 2015-2016

- Home Language characteristic
 - This is the most often used language(s) in the home or the language(s) primarily spoken by those in the home.
 - When English is student's Primary Language, you should report the student's home language
 - Allows up to 3 languages to be submitted within the characteristic.



LEP in MSDS

School Demographics

Personal Demographics

Enrollment

Membership

LEP

LEP Funding Participation:

☐ 6841-Title III Limited English Proficient Program

☐ 6842-Title III Immigrant Education Program

☐ 6844-Locally funded English Acquisition Program

*LEPInstructionalProgram:

☐ 05-Bilingual Dual-Language Instruction

☐ 06-Bilingual Two-Way Immersion

☐ 07-Transitional Bilingual Instruction

☐ 08-Bilingual Heritage Language Instruction

*Primary Language:

Please Select

☐ aar-Afar

☐ abk-Abkhaz

☐ ace-Achinese

☐ ach-Acoli

Home Language:

Please Select

LEPExitReason:

Please Select

LEP Exit Date:

LEP ReEntry Date:



LEP Instructional Program Code (MSDS)

- To **ensure accurate** reporting to USED/CSPR students must be coded with the correct LEP Instructional Program Code (LIPC) in MSDS.
- LIPCs include: *Bilingual Dual-Language Instruction, Bilingual Two-Way Immersion, Transitional bilingual Instruction, Bilingual Heritage Language Instruction, English as a Second Language (ESL) Instruction, Sheltered ESL Instruction, Structured English Immersion, Content-based English as a Second Language, Newcomer program & Sheltered Instruction Observation Protocol (SIOP).*

LEP Exits

- A student who is no longer LEP/EL should be exited from MSDS during the school year they test proficient or graduate.
- A student who remains LEP/EL from one school year to the next must be re-reported as LEP in the district's MSDS Fall General Collection.

LEP Exiting

What happens if you don't get the Proficient test result until after the school year ends (June 30th)?

There will now be a “window” to exit students before the Fall Count Date using the SRM Collection

- SRM “As Of” date MUST be between fall re-open date and before the Fall Count Day
- The LEP Exit Date MUST be on or before June 30th of prior school year in which student tested proficient
- This window falls during the SRM GAD window which was open from July 21 – September 15, 2015

LEP & Accountability

- Unique Identification Codes (UICs) for the same child in MSDS and in the Office of Standards and Assessment's (OSA) WIDA records ***must match***.
- Different UICs for the same student should be linked within MSDS.



LEP & Accountability

- If a LEP student transfers districts, the receiving district must submit the student in MSDS with the student's LEP information to maintain data accuracy for reporting and accountability purposes.

LEP & Accountability

- The receiving district is held accountable for a LEP student ***regardless of whether the agency enters the student as LEP in MSDS.***
- Once a student is flagged as LEP within MSDS, the flag will not be removed until the student is exited as proficient or has graduated.
- Students with parent waiver from EL services will be included in the accountability measures if the student was served ***anytime*** during the two years for which AMAOs are calculated.

LEP & Accountability

- MSDS generates a warning for students submitted without the LEP Component who were reported by any district at any time during last 12 months with the LEP Component without being exited.



False LEP Records

“False LEP” is a student who was incorrectly flagged as LEP due to:

- Data entry error

- For example, the Initial Home Language Survey indicates that only English is spoken by a) the student; b) at home, but the LEP Component is entered into MSDS.

Exiting “False LEP”

- LEAs submit an appeal request for incorrectly reported LEP to be reviewed by OFS in coordination with OESRA
- Once approved, OFS submits list of students to CEPI who will remove the “LEP flag” within MSDS to prevent carrying LEP forward
- Historical LEP information is maintained due to previous reporting to USED
- Students **will not** be tested on WIDA following corrections



LEP in Private Schools

- LEAs are required to consult and coordinate efforts with private schools to identify LEPs.
- LEAs should assess LEP, **enrolled in public schools**, using trained staff.
- LEAs can use Title III for assessing LEP students enrolled in private schools *using WIDA*.
- LEAs that provide LEP services to private school students must enter those students into the MSDS.

LEP in Private Schools (cont.)

- A private school LEP student is entered as a student ***in the servicing district*** but is identified as a private school student in the Membership Component/Student Residency Status section.
- The student must be coded correctly in the residency status category:
 1. Residency code 04 means student attends non-public school; does not reside in the district;
 2. Residency code 08 means student attends non-public school; resides in the district.

Verifying that your agency's LEP data has been uploaded to MSDS . . .

Staging Program Participation Report:

Center for Educational Performance and Information - Michigan Student Data System	
Program Participation Count	
<i>Certified Data</i>	
Collection: Fall 2010 General Collection 2010-2011	
Entity: Walkerville Public Schools (64090)	
Description: Program Participation Count	
Operating District	
Walkerville Public Schools (64090)	
Program	Count
Limited English Proficient	104
Migrant Education	73
Special Education	59
Total:	236
Operating District	
Walkerville Public Schools (64090)	
Walkerville Public Schools (64090) Count:	
236	



LEP & MEGS PLUS ISSUES

- Failure to join a consortium by the consortium deadline:
 - The list of members is pulled on the day of the deadline and serves as the final list for allocations.
 - LEAs which join after this date may appear as consortium members in the consortium lead's MEGS application, but will not receive funds because their LEP students will not be in the allocations database.

LEP & MEGS Plus ISSUES (cont.)

- LEAs may join a consortium if the LEA has a preliminary allocation of less than \$10,000 for the Title III LEP Grant, or has less than 20 Immigrant students for the Title III Immigrant Grant.
- Deadlines to join a consortium for either LEP or Immigrant Grants varies but it is usually by late September to mid-October. Agencies that are required to join a consortium in order to remain eligible are contacted directly by MDE in advance of the deadline.

Assessment of ELs

Who needs to be tested?

- **All** LEP eligible students must be tested using World-Class Instructional Design and Assessment (WIDA).
- Students with disabilities who qualify for the WIDA Alternate assessment must participate in such assessment.
- ***Participation rate will impact AMAO calculations for 2015/16***

Assessment of ELs (cont.)

- Students should only take the WIDA-ACCESS Placement Test (W-APT) **once**
- WIDA must **NOT** be administered to FLEP students after they have been exited from program
- **IMPORTANT** – failure to test children in all 4 domains adversely affects participation rate, AMAO results and may have other consequences.
- LEP with parent waivers from EL services **must be** tested on spring WIDA.

Testing Proficient, Exiting LEP in MSDS

- Once a student has been determined proficient, exit them from LEP in MSDS (LEP Exit Date).
- Once exited, the student is flagged as Formerly LEP (FLEP).
- FLEPs are included with LEPs up to two years when calculating accountability measures for AMAO 3 (AYP).

Testing Proficient, Exiting LEP, & MSDS (cont.)

- All exit decisions must be recorded in MSDS ***prior to June 30 of the year in which the student should be exited.****
- Students who are exited following that date will maintain their LEP status from the prior year and must participate in the spring assessment of the ***following*** year (WIDA).
- An LEA is required to include a LEP Re-Entry Date if a student is re-classified as LEP after having been exited.



LEP & Special Education

- In Michigan students with disabilities are eligible for special education services until age 26.
- Title III serves ELs until age 21.
- If an EL student receives their Special Education certificate of completion and exits the K-12 system (district exit status code 20), this will essentially exit them from LEP as graduated.

LEP: Section 41 Bilingual Education

- Section 41 data will be aggregated by MDE and provided to grant applicants.
- Agencies ***must*** use the MDE-provided data when entering counts in their Section 41 MEGS+ application.
- MDE will monitor grant recipient agencies to ensure that the LIPC counts entered into MSDS are accurate.

LEP: Section 41 Bilingual Education

- Enter the correct LEP Instructional Program Code (LIPC) in MSDS for each LEP student. Assign the LIPC that best describes the program delivery for that student.
- Bilingual program models include the following four MSDS LIPCs **only**:
 - Bilingual Dual-Language Instruction (05)
 - Bilingual Two-Way Immersion (06)
 - Transitional Bilingual Instruction (07)
 - Bilingual Heritage Language Instruction (08)

Title III Immigrant Grant

Under federal law, students must meet the following **three** criteria in order to be considered immigrant:

(A) are aged 3 through 21; (B) were not born in any State, the District of Columbia, and the Commonwealth of Puerto Rico ; **and** (C) have not been attending one or more schools in any one or more States for more than 3 full academic years.

Section 3301(6) of Title III

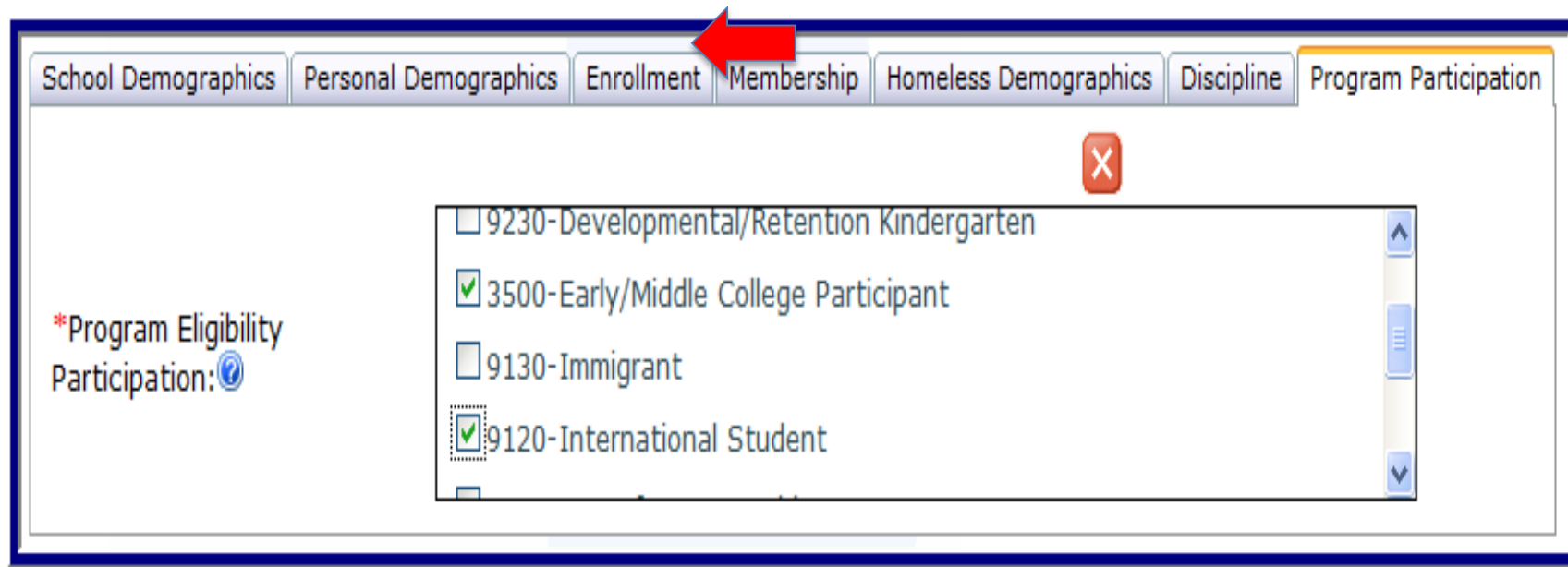
Title III Immigrant Grant (cont.)

- The “3 full academic years” are ***cumulative*** and the LEA’s are responsible for tracking cumulative time a student has attended US schools.
- LEAs **must** code these students as immigrant (9130) to be funded as such and to be reported correctly.



Title III Immigrant and MSDS

Immigrant status is code 9130 in the Program Eligibility Participation component.



School Demographics Personal Demographics Enrollment **Membership** Homeless Demographics Discipline Program Participation

*Program Eligibility Participation: ⓘ

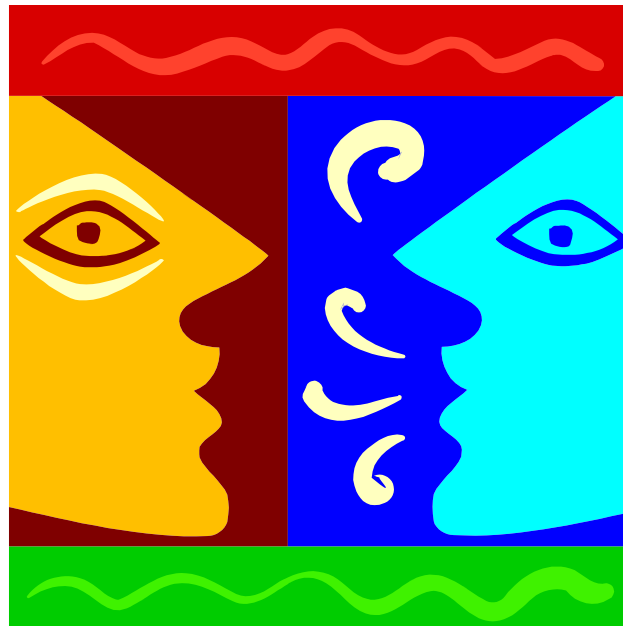
- ☐ 9230-Developmental/Retention Kindergarten
- ☒ 3500-Early/Middle College Participant
- ☐ 9130-Immigrant
- ☒ 9120-International Student



MSDS Sidebar. . .

Reminder! It's important that all your data be accurate as you never know what it may tie into for Federal/State/Assessment requirements!

Discussion



Contact Information

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